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ABSTRACT

The Minnesota project proposal outlined four major areas of objectives for improving the quality of family day care homes: (1) training for a home-bound population, (2) child development resource centers, (3) training materials and supportive services, and (4) the Family Day Care Consultant, a new career. Project activities in the first year included: (1) planning and staff selection; (2) evolution of a new career and academic, inservice, and field training requirements; (3) child development resource centers; (4) training projects; and (5) development of training materials. Observations and recommendations are offered regarding training, providers and users of care, program planning and development, paraprofessional role development, and new directions for 1974. The appendix includes a list of resource materials and an interim summary evaluation. (MW)

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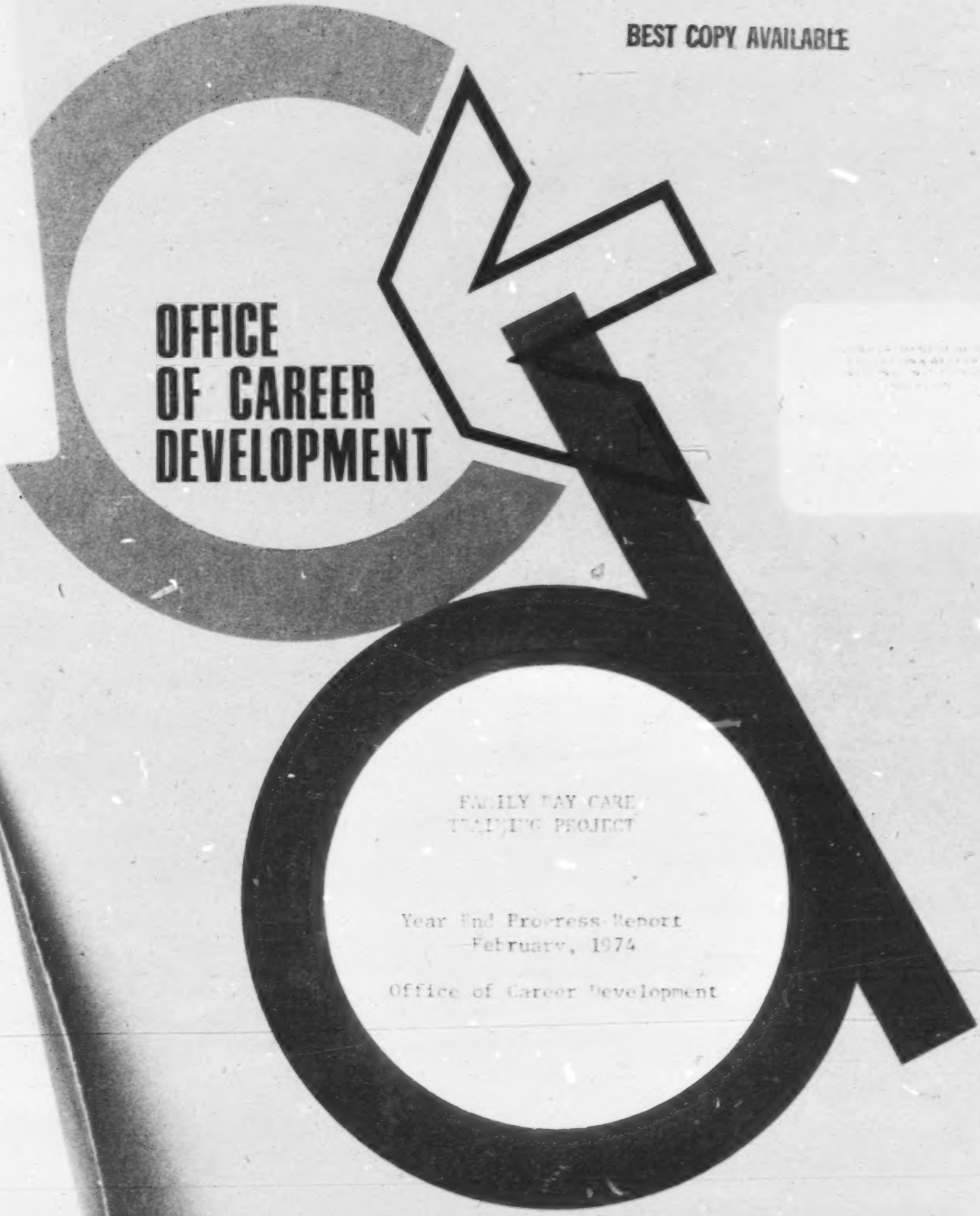

FAMILY DAY CARE TRAINING PROJECT

Year End Progress Report
February, 1974

Office of Career Development

Y OF MINNESOTA • CENTER FOR URBAN AND REGIONAL AFFAIRS

FAMILY DAY CARE TRAINING PROJECT YEAR END PROGRESS REPORT
February, 1974

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A SUMMARY OF THE FIRST YEAR OF THE FAMILY DAY CARE TRAINING PROJECT - 1973

Sponsored by Ramsey County Welfare Department, with the Center for Urban and Regional Affairs, University of Minnesota and Coordinated Child Care Council of St. Paul; funded by Title IVA and Local Match Funds (from the State Department of Public Welfare, the County and Private Sources).

YEAR'S ACCOMPLISHMENTS

Increasing the Community's Awareness of Family Day Care

1. Preparation of brochure on Family Day Care ("Do You Have the Information You Need to Choose?"), distributed by Consultants, the Child Development Resource Centers, the Child Care Council and Community Agencies throughout the metropolitan area; available to potential users of day care, to businesses employing large numbers of women, and to the community at large.

2. News stories in city, community and University newspapers about the project and about Family Day Care as an option in child care arrangements.

3. Presentations to local conferences and meetings: Sharing of program materials and training resources; Minnesota Association for the Education of Young Children Conference, Parent-Teacher Associations, church groups and businesses; informational slide package about the Family Day Care Training Project, presented at MnAEYC Conference.

4. National Participation: Paper presented to Conference on Home Based Programs, Washington, D.C.; Black Child Development Conference, Atlanta; Conference on Home Start Training, Chicago.

5. Involvement of University departments and students: initiation of inter-disciplinary curriculum for consultants (Family Social Science, Early Childhood Education, School of Social Work); involvement of Early Childhood Development faculty with Family Day Care issues and problems; use of graduate and undergraduate students in field assignments for program development and evaluation, group discussion, development of training materials and community referral information; inter-disciplinary evaluation meeting to suggest evaluative criteria for the project; evaluation of the first TV course by the Measurement Services Center.

6. Media Presentations: Under preparation, for release in 1974, a slide/tape presentation: Caring for Children and a video film: Licensing: Boundaries for Child Care (these may be requested for showing throughout the state).

Child Development Resource Centers

One main center and five satellite centers were established and stocked for toy lending, and sharing of day care activity ideas and child development information. Where these centers are located in day care centers, they provide an important linkage of two types of child care arrangements as a first effort to build a network of services for the quality care of children. Their resources are available to day care centers as well.

These Centers also serve as the office for the Family Day Care Consultant and an easily accessible resource for Family Day Care providers and users throughout the county.

Supportive Activities

The introduction of a new paraprofessional staff person, the Family Day Care Consultant, employed in a new careers work/study model to provide:

1. Direct support services to Family Day Care parents in their homes, including information, activities and toys, referral to community resource, responses to special needs and problems, and most importantly empathetic support and understanding.

2. Work experience in the Licensing Unit of Ramsey County Welfare Department: to join in a cooperative effort to widen the knowledge and use of Family Day Care, and to respond to the special needs of parents and providers.

3. Liaison with the State Department of Welfare to share in the development and use of training materials and media resources, to raise the consciousness of parents and providers about options and opportunities in day care.

4. Cooperative ventures with the Family Day Care Association, to strengthen the membership and enlarge the possibilities for training and upgrading the quality of care, in area meetings and special workshops.

5. Leadership of groups, to share information about child development and day care activities and programming, in community settings, in discussion groups for the training program, in neighborhood workshops, and in the resource centers.

Training for Care Providers

1. Two media courses (for University credit or audit), with workbook and special readings for Family Day Care providers - "Preparing Children for the 21st Century", a TV course in the Winter Quarter; "Whose Taking Care of Your Child?" a radio course in the Spring Quarter.

2. Field Trip Experiences Course (for University credit or audit), with activity packet (summer and fall): Family Day Care parents and Day Care Center staffs together brought children on these community excursions, an important liaison of child care providers. Providing learning experiences through field trips was the central theme of this enterprise.

3. Toy Workshops: Learning Through Play (for University credit or audit), with instruction in the making of creative playthings (summer and fall).

4. Special Topics in "Parenthood" Course (for University credit or audit), using a varied format of TV, lectures with small group discussion, and neighborhood workshops (fall).

5. Special Workshop: "A Day Without Children" - sponsored by the Family Day Care Association with the assistance of a Family Day Care Consultant.

Special Note: The use of a Hot Line was tested with the first TV course, to respond to listeners questions and an evening Call-In Hour for radio course listeners was offered to appeal in particular to parents as well as day care providers. TV was offered on the educational channel and at a subsequent time on a commercial channel. Radio program was a contribution of time from the University station KUOM.

Training and Coursework for Consultants

1. University coursework in Social Work, Family Social Science, Child Psychology, Communications, Interracial Studies, Languages, Psychology, Social Sciences and Urban Studies has been taken by the Consultants for their career development.

2. Specially designed field work seminars, to provide specific job related skills in Career and Program Orientation: Introduction to the field of day care, skills in interviewing and group dynamics, information about the University, and information about community resources and referral sources (spring). Inter-personal Communications: Skills in listening and sending messages, understanding styles of communication (summer), and Skills for Home Visiting: Techniques in Observation, Recording, establishing rapport with client, interventi n strategies.

REPORTS ON EVALUATION

Summary of Project Evaluator's report (attached), full report available.

Evaluation of the TV course: Preparing Children for the 21st Century, Prepared by Darwin D. Hendel, Measurement Services Center, University of Minnesota full report available, Office of Career Development).

NEW DIRECTIONS FOR 1974

1. Changes in roles of the Consultants: A first priority for Consultant Activities in the second year will be Home Based Training, to reach those Family Day Care providers who are home-based and unable to participate in other training opportunities based in the community.

   To accomplish this objective, a Special Consultant for Early Childhood Education has been added to the staff to supplement training for the Family Day Care Consultants for their home visiting mission.

Expeted Outcomes

In addition to preparing and training the Family Day Care Consultants to do home-based training, the project will develop materials, learning packets and informational resources as a source of ongoing training beyond the demonstration period of the project (1974). This will also include video tape, slide/tape, radio tape and slide package.

FAMILY DAY CARE TRAINING PROJECT YEAR END REPORT

Office of Career Development
University of Minnesota

INTRODUCTION

The wide use of Family Day Care (FDC), particularly by a large majority of working parents in low income working class and minority neighborhoods, coupled with current research which indicates the first 6 years of life as the critical child rearing period, together present a compelling need for the development of a variety of training and supportive services to upgrade and enhance the quality of care in Family Day Care homes.[1] In Ramsey County alone, according to 1970 census figures[2], there are 11,000 women presently in the labor force with children under six, and there are approximately only 930 licensed Family Day Care homes (with 3 "outside" children in each, this provides 2,790 slots). The number of spaces in Day Care Centers at present is even more limited (1700). Where, then, are young children of working parents placed for care, and what is the quality of the care they receive? Nation wide studies reveal that only 10% of children of working parents are in licensed day care centers. It is estimated that as many as 2 million children may be receiving care in other than their own homes while mothers are away at work. Fewer than 5% of these homes are licensed or supervised.

Most child care planners understand that Family Day Care will continue to be the most prevalent source of child care for working parents. This is especially true for those families in which accessibility, flexibility and expense are compelling factors in choice. Moreover, where there are infants, children under 3 and special needs children, Family Day Care homes appear to offer the most appropriate environments.

1 Family Day Care refers to a family which takes up to 5 children into the home including the care providers own children. A Group Family Day Care home can accept 6 children, or sometimes more with additional staff.

2 1970 Census Data (Fourth Count), Employment Characteristics, Minnesota Analysis and Planning System. NOTE: These figures almost double for those women with children 6-17 years of age.

Despite these observations, it receives the least attention in the public interest arena.

The concern for the quality of care in Family Day Care homes (where virtually no controls exist except for the minimal licensing requirements (relating chiefly to health and safety)--for those who bother to be licensed at all--prompted the coming together of interested persons from the Ramsey County Welfare Department (RCWD), the Greater St. Paul Council for Coordinated Child Care (4 Cs), the Family Day Care Association, the State Department of P blic Welfare (DPW), and the University of Minnesota, to submit a proposal for Title IVA Social Security Act Amendment funds to address the crucial question: How can we enhance the care of children in Family Day Care environments?

With the Ramsey County Welfare Department as prime sponsor, the University of Minnesota undertook the administrative responsibility for the Family Day Care Training Project on January 1, 1973 for a 2 year demonstration project, under the coordination of Esther Wattenberg of the Office of Career Development in the Center for Urban and Regional Affairs. The 4Cs are a second co-sponsor, with particular responsibility for coordinating the community-based activities of the project (see appendix for staff). The State Department of Public Welfare, Ramsey County, the University of Minnesota dnd 2 private foundations, contributed local match funds and are considered partners in this project.

PROJECT DESIGN: Assumptions and Strategies

The design of the project was predicated on three major assumptions:

1. Supportive services and training options must appeal to a home based population.
2. Child development resources must be decentralized on a neighborhood basis.
3. A new paraprofessional staffing pattern drawn from those familiar with Family Day Care to provide supportive services to children and the providers beyond the present Licensing Unit must be developed.

As an overall strategy, the project has made every effort to involve the community, child care users and providers, agency staff, and University faculty for program planning and development. Care providers and users have been asked for a continuing review of project materials, training content and all aspects of project operation, to ensure the appropriateness of the project offerings. Special efforts have been made for the inclusion of cross-cultural and multi-ethnic concerns in all facets of the project.

STRATEGIES

The project has depended on a multi-representational committee for over-all planning and development (the Advisory Board, with appropriate sub-committees for professional staff selection, etc.), and for development of the Resource Centers (Resource Management Board) (See appendix for Board members). Members of the Family Day Care Association have been especially encouraged to take an active part, with community and professional people, to strengthen the Association as a means to enhancing the quality of care on a continuing basis. An interdisciplinary committee from within the University for curriculum development and related concerns has been formed. Weekly Staff meetings with over-all project administration, resource center staff, and representatives from the Licensing Unit (LU) of Ramsey County Welfare Department have been the vehicle for providing continual cooperation in and among all the project components.

In the first phase of the project following the award of the IVA grant, extensive publicity was sought through local newspapers, community newsletters, and University publications to heighten awareness in Ramsey County of licensed Family Day Care as a community resource, projected program activities and training opportunities. During this period, an incentive bonus was secured from the Ramsey County Welfare Department who agreed to add a payment of 50¢ extra per child per week for those care providers participating in training. Publicity directed toward an increased awareness of Family Day Care and the incentive bonus for the providers set the stage for the operational phase of the project.

OBJECTIVES

The proposal outlined 4 major objectives for improving the quality of Family Day Care homes:

1. Training for a home-bound population:

   a. The use of media (TV and radio) as a training vehicle was proposed to reach some 200 Family Day Care providers in the first year. Auxiliary reinforcements through special readings, a hot line to answer participants' questions, and the opportunity for peer learning by participation in neighborhood groups to discuss concepts of child development and relate them to activities in their homes were, additionaly projected. In addition to the bonus payment, a 12 credit certificate was proposed for those who completed four 3 credit training options. Accredited training to encourage recognition of the value of training was a central consideration. Academic credit was arranged by the University. Auditing of training opportunities without credit was also provided for those for whom accredited work had little significance.

   b. Home visits: Some 400 mothers to be visited in their homes with information about child growth and development, safety, nutrition, health, management skills.

   c. Special workshops and seminars: Proposed for 200 Family Day Care Providers to provide information in designated subject areas offered in neighborhood settings, in group meetings, to facilitate attendance.

2. Child Development Resource Centers: One main and 5 satellite centers were to be established, stocked with creative playthings, educational materials, and information, located in the neighborhoods to facilitate their use by the homebound care providers, estimated to reach some 500 Family Day Care providers in the first year.

3. Training Materials and Supportive Services: The development of materials was to focus on three major areas of concern:

   a. Materials to enhance an understanding of child development: readings, activity packets, special needs topics.

   b. Materials to clarify the role of the Family Day Care provider, licensing standards, business management, insurance, taxes.

   c. Materials that enhance the nature of the service--relating to parents, community referral information for special needs and services.

Special attention was to be given in the development of materials and training packets, to the needs of various ethnic and cultural groups; and it was intended that Family Day Care providers would provide consultation in the implementation of all the project objectives. The overall goal: to leave behind viable materials and resources that will be readily available to users, providers, and trainers in order to contribute ongoing efforts to upgrade the quality of care, and to encourage more women and men to consider the provision of this kind of child care an important community service.

4. The Family Day Care Consultant, a New Career: To complement the professiona staff of Ramsey County Welfare Department which necessarily must devote almost its entire attention to licensing requirements, there has been proposed the creation of a new paraprofessional staff person, the Family Day Care Consultant. For those who wish to move from caring for children in their homes to a broader community role in child care, the proposal suggested a career ladder in a work/study model, with 20 hours a week in an academic program, and a concurrent 20 hours a week in a field or work placement. Ten Consultants were to be selected for the project, to enroll in University coursework for their 50% study component, while spending 50% time in the community to test out the following tasks:

a. To encourage Family Day Care providers to participate in training through home-based training, linkages to other training programs, workshops, etc.

b. To do crisis intervention and community referral through home visits and area meetings.

c. To link group day care resources to Family Day Care, via the neighborhood Child Development Resource Centers.

d. To facilitate the exchange of information between users and providers.

e. To gather data and assess emerging needs of Family Day Care.

f. To encourage community activities to deal with problems in unlicensed homes.

Certainly a very comprehensive and demanding list of tasks, to be tested in a 2 year program, and in a 50% field component: the Family Day Care Consultant as teacher, consultant, outreach work, broker, data gatherer, provider of direct support services, and "bridge" between users, providers, Licensing Unit, Resource Centers and project staff. In all of these roles, the Consultant was to assume a relatively autonomous, collegial or peer relationship--not a hierarchial one--to the professional staff in the Ramsey County Welfare Department Licensing Unit. Their insiders know-how and their practical common-sense approach to problems was considered to be their very special contribution to child care providers whose isolation and meagre support services for complex problems had been documented with concern. The special coursework for Consultants was to have an inter-disciplinary focus: child development knowledge, social work skills and family social science background were considered appropriate disciplines to provide them with developing competencies for an environment dealing with children in a family context.

OPERATIONAL PHASE

Project activities in the first year included:

1. Planning and Staff Selection: While the pre-proposal planning group included representatives from all of the previously mentioned interested groups and agencies who continue to maintain a sense of continuity for planning and operation, the staff was selected during January and February, after the award of the grant. The project Director came on with experience in Headstart and a broad-based knowledge of the St. Paul community, particularly of the target areas, in addition to her prior teaching experience within the University. The Evaluator, a Ph.D. candidate in Sociology, has an MSW and prior casework experience with both Hennepin and Ramsey County Welfare Departments (and also has been a day care user). The Field Work Coordinator was selected by late February when most Consultants were already selected and therefore had the most difficult catch-up game of all in her relationship to the over-all project, and her special responsibilities for the newly chosen Family Day Care Consultants. Her degree is a Masters in Early Education. The 2 part time University secretaries had worked in the Office of Career Development and along with the Coordinator could provide a sense of internal continuity for at least the University aspects of the Project. The Resource Center Director and Secretary started in February. The Director's experience was also in Headstart. An additional member to the staff, a community development specialist with special experiences in St. Paul neighborhoods, was added after the first quarter.

A subcommittee of the Advisory Board developed the Criteria for Selection of the Consultants, with heavy emphasis on experience as a Day Care Provider. The positions were advertised in the Family Day Care Newsletter and through the Family Day Care Association. A copy of the selection criteria was sent with a coffee party invitation to the 60 applicants. Of the 28 who came, 24 signed up for interviews, from which

the Selection Committee (of the Advisory Board) selected 9, with the following profile:

--Experience: 5 with current or recent experience in licensed day care
1 with such experience some years ago
2 with Headstart experience
1 with experience as a Nursery School nurse in England and Kenya

--Education: from incomplete high school to 3 years of college

--Demography: Marital status--all have been married; 3 single parents currently; Economic levels--from AFDC recipients to middle class professional; Children--1 has none, others have from 1 to 7; Ages--26 to 42; Race--2 Black, 7 Caucasian; Sex--All female; Residence--throughout the city of St. Paul.

The tenth consultant was selected in April. With the focus in the Mexican-American community on recruiting (few licensed Family Day Care homes) a Mexican-American male was selected. Although he had had no previous day care experience, his extensive organizational experience in his community, and understanding of the cultural milieu, would it was hoped, encourage families in the community to become interested in licensed family day care.

2. Evolution of a New Career: The original 9 Consultants selected began their work on the project during the month of March, when they were registered in the University for enrollment in the Spring quarter. Assignments to neighborhoods in teams of two, where possible, were made. The tenth Consultant joined in a team placement in April. Before formal coursework began, they all participated in an orientation: to the proje to the field of child care, to the issues in family day care and to the nature of a work/study project--as a prelude to their field placements.

Experimentation with Roles/Tasks

As their first approach to the exploration of their field work roles, Consultants were asked to assume 3 heavy responsibilities: needs assessment, selection of a Resource Center site* and a contribution of time to the Licensing Unit, not only to familiarize themselves with its function but to establish liaison relationships.

Based on information from various sources--community, agency, informal exchanges--the following needs in Family Day Care were identified:

--recruitment of more family day care homes in selected areas

--developing community referral for a range of problems for both providers and users

--home visits to newly licensed homes with emphasis on those caring for Title IVA supported children

--home visits of an intervention nature, by referral from the Licensing staff

--creating an awareness of Family Day Care as one alternative in a child care system

--developing a systematized exchange of information and referral for users and providers.

In assessment of needs, Consultants were asked to prioritize these needs in their neighborhoods.

For site selection, it was hoped that each Resource Center could be attached to an operating day care center to initiate and develop a cooperative relationship between Family Day Care and Group Day Care in Centers, to foster an interlocking system of child care as an expected long range project outcome.

In addition, a set of tasks relating to the leading of group discussions for the Spring radio training program became an extra responsibility for Consultants.

To raise the consciousness of users and providers about Family Day Care, and particularly about the project and its training and supportive services, a

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* It was intended that the satellite resource center would be the neighborhood office of the Consultant thus lending both convenience and visibility to this project's activities.

brochure was developed. It bears the now familiar project logo and describes the licensing process, the standards, the benefits of the licensed home. The Consultants became the chief vehicle for distribution, to businesses, community groups, Licensing Unit area meetings, and in home visits to day care providers and their neighbors. Through the brochure they established a visibility, and began to establish gratifying community ties, with schools and other groups. One used the schools effectively as a resource in providing day care referrals and registering complaints about the quality of care. This community liaison suggests a long range pattern in which the consultants can play a significant role.

Consultant Training

The training component (20 hours of a 40 hour week) consisted of two parts, the University coursework (selected individually, depending on previous academic background), and the special in-service training and accredited field work seminars designed to provide immediately useable skills for the concurrent field work tasks.

Academic Training

During the Spring quarter, all the Consultants enrolled in Behavior Problems in Normal Children, a child psychology course offered through Continuing Education and Extension; and enrolled in Directed Study in Day Care, a child psychology course taught by a professor involved in the project planning and presently on the Advisory and Curriculum committees, enabling her to provide very apt class assignments, and offering her a valuable sense of continuity with total project operation.

The interdisciplinary curriculum committee met to review a proposed AA work/study degree program. The credit distribution for an AA program was discussed in the following framework:

Content	Credits
Orientation	2
Field Work and Seminars	15
Special Topics	8
Core Curriculum	15
Related Coursework	30
Electives	20
	90

Orientation and In-Service Training:

--Policy and programs of Day Care, a survey of the field (Licensing, standards, etc.)

--Family Day Care in the Child care system

--Community resources

--Nutrition, first aid, child abuse, practical suggestions for working with children

Special Topics: Workshops offered through the project with particular focus on family day care needs (i.e. self-concept for Family Day Care providers).

Core Curriculum: Coursework in early childhood development, family studies, and social work, with expected outcomes in understandings in:

--Childgrowth and development: basic needs, applications to day care situations

--Special needs children: referral issues, community resources

--Learning Theory: language development, plan and environment

--Cultural, ethnic and class differences in child-rearing and family patterns

--The Family: needs of working women/heads of households, sources of stress

--The Helping Process: techniques in interviewing, confidentiality; case studies and techniques for casework (i.e. client advocacy, etc.)

Related Coursework and Electives: Focus on personal growth and development, and the analytical and critical judgement needed for effective work in human services, with course selections from Communications, Behavioral and Social Sciences and Humanities.

Consultants worked with staff and academic advisors in their college to fit suggested coursework into their individual degree programs. When the suggested program has had a longer testing time for Consultants, the committee will be re-called to again review the degree proposal. Out of the experience, a two year work/study program and continuum for a Family Day Care Consultant role will be proposed.

Field Work Training: The Spring and Summer field work seminars designed to fuse the task-oriented, supervised field work with the theoretical knowledge from the concurrent academic experience--used a variety of resource persons from the University and the community for these expected competency outcomes:

--Skills in the helping process: data-gathering, referral, objective observation and recording of behavior, assessment techniques

--Skills for the consultative role: group dynamics, interviewing, teaching advising, program development.

--Skills in community coordination: developing a network of community resources

(see appendix for list of seminar outlines available)

Growing Pains

The first phase of the development of the Family Day Care Consultants was, predictably, full of severe stresses and strains. Refining the tasks, exploring appropriate training, clarifying the role and assessing the varying capabilities and individual strengths and weaknesses that each Family Day Care Consultant brought to the project contributed to the background of this admittedly stressful period.

Inevitably, in all new career developments the experimental probing in a first year of roles, tasks, and project responsibilities create shifting sets of demands.

For new careerists in unaccustomed roles, the experimental nature of such a first phase can be stressful. Indeed, anxiety is often heightened by the arduous nature of a work/study program and the acculturation tensions of coping with the world of work outside the home, which was a new experience for many of the participants.

Some of the task assignments in this early period were more complicated than originally perceived. For example, the search for sites for satellite resource centers took an unexpectedly long time. Moreover, community recognition of the value and use of such a community resource is a developmental, long range effort.

The slow rate of participation in the centers, weighed against the enormous efforts required to establish them, contributed to a sense of frustration.

In addition, the unusual mobility of child care arrangements for children eligible under Title IVA cast an unpredictable note to planning field visits.

Furthermore, as always in new career developments, the relationship between the professional and paraprofessional staff generates a number of issues requiring role clarification. In the model of paraprofessional development used in this project, the Family Day Care Consultant assumes a good deal of independence, and works in a non-hierarchical staffing arrangement. Absent from this pattern is the professional model as supervisor.

Finally, working in a variety of supportive tasks as the "bridge" person brought the Consultants into a network of complex relationships amongst Family Day Care providers, users and the Licensing Unit staff.

Frequent reappraisals and continuing assessment of effectiveness are, of course, imperative in the first year program development. At times, the shifting directions were interpreted as a lack of administrative leadership; at other times as evidence of a lack of confidence in the abilities of the paraprofessional staff. Contributing to this, no doubt, was an administrative structure in which a Field Work Coordinator as the sole person in touch with the Consultants day-to-day activities produced an unintended isolating effect.

One response to this was the organization of the Consultants into their own group meeting, without any staff supervision, to align peer support for an articulation of their grievances, and an exchange of information and practical experiences. The opportunity, in the first phase, to consolidate their own sense of group solidarity and identification, in our judgement, is a necessary step to create a sense of morale.

While the administrative staff was not insensitive to these frustrations and tensions, hasty intervention was put aside with the understanding that maturation and growth of all participants was an important element in beginning to sort

out the evolution of the role.

Specific responses included a number of meetings devoted to an "agonizing reappraisal", which included a staff retreat and a home visiting study (see appendix)

The last quarter of this year was a period of redefinition: planning for home-based training; more direct participation in program development; prioritizing the tasks of the consultants; and finally, strengthening the collaborative relationships between the Consultants and the Licensing Unit.

Terminations

Five Consultants resigned in the first 6 months of the program. An accumulation of personal and family problems, along with the arduous demands of the project, resulted in these resignations.

The large number of terminations alerted the selection sub-committee to a reassessment of selection criteria, issued in July when replacements were recruited. These new criteria still suggested a minimum of 2 years of family day care experience, but gave equal consideration to other child care and related experiences, and placed new emphasis on communication skills, attitudes toward working parents and their children, flexibility, tolerance of a variety of life styles, and finally the ability to handle a rigorous work/study program (in addition to family responsibilitiies). The experiences of the first 2 quarters educated us to the demanding nature of this evolving new career.

3. Child Development Resource Centers

The purpose of these centers is three-fold: 1) to provide educational playthings and child development information in accessible neighborhood locations; 2) to provide an office for the Consultants, 3) to begin, through their site locations and activities, to link with day care centers as a beginning system of child care.

The Director of the Resource Centers has prepared an annual report available from his office (500 Van Buren Avenue, St. Paul, Minnesota 55103). Among their accomplishments for the first year are these activities:

a. Selection of a Management Board which defined purchasing procedures.

b. The location of the main center and initiation of the lending of materials on April 9, 1973. User information cards have been developed and user evaluations are tabulated and evaluated. Posters depicting toy usage have been made for the centers.

c. The often difficult and time-consuming location of satellite centers: one in September attached to an area voc-tech school; others out in neighborhoods; three in July, one each in [illegible] October and November for a total of 6. The staffing of these centers continues to be a difficulty, since the time expected of the Consultants is directed into other priority activities. Work-study students have been only sporadically reliable. Staffing resources for 1974 must be found, for which no current budget item exists. (Two Senior Citizens working through the Senior Aide Program, one as a volunteer, perform equipment repair.)

d. In cooperation with the Child Care Council and the Minn. Association for the Education of Young Children, hosted an open house in the main center during the Week of the Young Child in April. This served as an introduction of the center to residents of the County, and stimulated the integration of a variety of community resources directed to the interests of parents, caregivers, and children.

e. During the summer and fall the staff helped develop and teach the third course in the Family Day Care Training Project training series: Field Experiences and Workshops on Toys, both related to learning theory and cognitive development. Curriculum kits, and a video tape produced in cooperation with the New City School Public Service Video Projects, were developed for these courses and are now available from the centers.

f. During the height of the controversy over revision of Title IVA regulations, the Resource Center cooperated with the Public Service Video Project on the

development of a video tape "Keep Child Care for the Working Poor", which was shown to local government officials to influence their support for more rather than less extended child care funds.

g. Received the 1973 Minnesota Association for the Education of Young Children Evelyn House Award for contribution to child care (shared the award with the Child Care Council).

h. Two separate cooperative bulk purchases were arranged for day care centers and homes at a savings of $450.00. Future savings will be shared by stocking toys for sale in the main center.

i. Materials developed which are available from the centers:

1) Audio-visual and other materials on cultural awareness, sensitivity and appreciation.

2) Curriculum kits on 8 community field trip sites in St. Paul with related activities.

3) Twelve minuted video tape on the use of a field trips: educational experiences based on community resources for the young child.

4) Packets on "Holiday Ideas" and "Multicultural Ideas" (these were mailed to all licensed Family Day Care homes in the county in December).

5) A file of approximately 400 catalogs of educational materials.

6) A catalog of sources of free materials, some of which will be available in a recycle center as part of the resource center (this will include ideas from the toy workshops on how to make use of inexpensive and free materials for creative playthings.

7) Consumer information, including selection of Christmas toys (presented first at a workshop at the St. Paul YWCA).

8) Almost 400 reference books and pamphlets for child care workers (purchased with the award money from the Minnesota Association for the Education of Young Children).

9) A newsletter, the Doddletown Dispatch, is mailed out periodically to share information about community meetings, child care information, special activities of the Family Day Care Training Project, a "toy corner" and activities and food ideas for young children.

10) Information on Child Care Council membership and the Family Day Care Association.

For the year ahead the Center has already initiated a number of projects:

1) A cooperative production, with the New City School Public Service Video, of a series of short video tapes of Family Day Care Parents explaining and demonstrating an activity with their children.

2) A $12,000 funding request for the development of a Resource Book for Family Day Care Homes based on needs expressed by Family Day Care parents, and utilizing their extensive participation in the preparation.

3) A proposal requesting $25,000 for the purchase of a Toymobile and additional equipment, to facilitate reaching the home-bound care providing population.

In the first year the toy lending library showed the following use and resources:

Total registered users:	317	Title IVA eligible FDC	246
		Day Care Centers	35
		Nursery, Montessori, other	36
			317

Borrowers of Equipment	589
Number of Toys Borrowed	1354
Number of children using toys	2400

Total value of equipment on hand $9,713.00

Equipment cost per registered user* -- $5.96 per year

*Depreciated over three years, based on seven months of operation.

Equipment cost per child*-- $.79 per year

Program cost per registered user* -- $58.45 per year

Program cost per child* -- $7.71 per year.

*Depreciated over three years, based on seven months of operation.

4. TRAINING PROJECTS

During the first year, the training was offered in formal University course-work, and in community based workshops and seminars, both for credit and non-credit, to satisfy those providers with career development goals and those interested only for their own personal development and training needs. The impact of mass media productions on the unlicensed Family Day Care providers was intended but escapes assessment.

As proposed for this home-based population, during the first year 3 mass media presentations were developed. In addition, the following special projects encouraged a wide participation from Family Day Care providers:

--Field Trip Experiences;

--Learning through Toys: Workshops on Learning Theory Applied to Playthings;

--A Saturday Workshop (sponsored by the Family Day Care Association): "A Day Without Children" (see Appendix for training materials available).

1. The TV Course: "Preparing Your Child for the 21st Century"

   Participants: 90 registered for credit, 60 for audit (scholarships provided to Family Day Care providers caring for Title IVA children or eligible under IVA guidelines were available for all training).

   Content: One introductory program speculating on "the future of the future" followed by ten 1/2 hour programs dealing with child development concepts of self-worth, expression of emotions, empathy, creativity, awareness, prejudice, responsibility, cooperation, autonomy, self-actualization.

Vehicle: An 11 week TV series, developed and prepared by Ronald Pitzer, Extension Family Life Specialist, with assistance from the Department of Family Social Science (Richard Hey and his staff) and professionals in the Twin Cities Area; and presented in cooperation with the Division of Continuing Education and Extension, the Departments of Agriculture Extension and Media Resources, University of Minnesota. The series was shown on the educational TV station on Tuesday evenings, 8:30-9:00 p.m,, from January 9 to March 20, 1973, and on a commercial station on the following Saturday mornings at 9:00 a.m. Neighborhood groups (10) led by graduate students from three disciplines were held five times during the series; and a "hot line" was made available for responses by experts to viewers questions.[1]

Supportive Materials: A workbook (available from Agriculture Extension); a Course outline, bibliography of special readings for Family Day Care providers, discussion questions and course assignments and requirements for those taking the course for credit.

Requirements for credit: Viewing the TV program on Tuesday evenings; attending at least 4 of the 5 group discussion sessions; at least one outside reading per week; a final "project" (i.e. oral or written presentation and analysis of a child care problem with suggested solutions, a weekly journal of a child's behavior, or a tape recording reporting on a child care situation to be shared with the group.

2. The Radio Course: "Who's Taking Care of Your Child: Issues and Perspectives in Family Day Care".

   Participants: 60 for credit, 45 for audit.

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[1] The "hot line" was abandoned after two sessions of minimal use. From a follow-up exploration, we concluded that parents did not want to phone in to discuss child care concerns with anonymous persons who were unknown to them.

Content: 10 programs, dealing with relations between child care providers and users, planning and scheduling activities, learning through play, creativity, guiding behavior, ages and stages in children, a learning environment for children, changing family patterns, a program for questions and answers from listeners, and a summation with further suggestions for practical applications of information to Family Day Care homes.

Vehicle: The 10 week Spring Quarter series was prepared and developed by the Project Director Kathleen McNellis, in cooperation with Erna Fishhaut, Child Development Specialist; and presented through the co-operation of Marion Watson, Program Director for the University's Radio Station and William Morse, announcer. The 30-minute presentations featured Family Day Care users and providers, professionals, and project staff; aired Tuesdays from 11:30-12:00, and preceeded by a 15 minute documentary on "Issues in Child Care" prepared by Harvey Johnson.

Supportive Materials: Course Outline, workbook assignments and special readings.

Requirements for credit: Listening to the weekly broadcast live or playback of the tape; reading the weekly materials; completing the weekly work-book assignments; attending 5 group discussion meetings.

3. Field Trip Experiences

Participants: 38 for credit; additionally, 59 Family Day Care homes participated with 17 day care centers for a total participation--adults and children--of 1,061.

Content: An introductory session: Basic learning theory and its application to experiences with children, followed by 9 field trips to Como Park Zoo and Conservatory, University of Minnesota Farm, Minnehaha Falls, St. Paul Arts and Science Museum, Ford Factory, Warner Nature Center, Apple Orchard, Bell Museum of Natural History and a Christmas Tree Cutting Expedition.

Vehicle: From June 5 - December 20, 10 group meetings were held at the resource centers to discuss the educational value of each expedition and to provide participants information and discussion ideas, to reinforce the learning aspect for both children and parents and Family Day Care parents. These field trip experiences were tied closely to the toy workshops. Both courses were developed and directed by Kathleen McNellis and David Allen of the project, with credit offered in General College through the cooperation of Dewain Long, Virginia Juffers and Sander Latts.

Supportive Materials: Illustrated activity packets for each trip (available from the Child Development Resource Centers) in which much of the information provided was prepared by staff of the sites visited. A video-tape recording of the field trip learning was done in cooperation with students from the New City School under the guidance of Joyce Klep.

Requirements for Credits: Attendance at introduction session and 3 field trip packages (which include the class period, the field trip and activities to use before and after the trip with children); and a 250 word summary of each experience.

4. Learning Through Toys: Workshops on application of learning theory to Playthings.

Participants: 58 total (credits were not given for this course, but will be available from General College for 1974).

Content: An introductory session: learning theory, including sensory input, concept development, language stimulation, and the relation of these to the learning environment of the young child in a family day care setting. This theory was then applied in each succeeding workshop to particular toys and to the creation of toys out of easily available materials found in every home.

Vehicle: A series of 8 workshops offered in the various resource centers directed by David Allen and Kathleen McNellis.

Supportive Materials: Materials from the Responsive Environment program designed by Dr. Glen Nimnicht at Berkeley, with other selected readings on development of infants and toddlers.

Requirements for 2 credits: Attendance at introductory session and 3 participation-demonstration workshops; a 250 word explanation of the use of materials to augment learning in the home; a longer paper consolidating the theory and experience portions of the workshops.

5. Special Topics in "Parenthood". Noting the widely varying training needs of this diversified population, a fifth course offering a variety of topics and formats was designed. TV presentations, lecture/discussions and neighborhood workshops and seminars were prepared as options for the participants.

Participants: 50 for credit, 20-25 for audit.

Content: TV Presentations: Mothers Alone Rearing Children; Fathers Alone: Can Fathers Mother?; Role Clarification: Caregivers, Parents, Teachers and Foster Parents; Children with Special Needs. Lecture/Discussions: How Children Develop; Family Styles and How They Affect Child Rearing; Guiding Behavior. Workshops: Health; Nutrition; Children's Services in the Community; Cultural Differences.

Vehicle: The four 30minute TV programs were viewed individually by participants in the evening. Four seminar sessions, held on the University campus, were comprised of lectures followed by small group discussions. The Workshops were held in the resource center. Children participated with parents in the holiday workshop, observing and partaking in a variety of cultural/ethnic festivities for the holiday season. The course was offered under the leadership of Richard Hey, Professor and Head of

Family Social Science. Graduate students, parents, the Family Day Care Consultants, University faculty and other professionals joined in TV panels. Community resource people were used to lead the workshops, under the direction of Kathleen McNellis and Nancy Hagg of the project staff.

Supportive Materials: The text used was Being a Parent: Unchanging Values in a Changing World, by Carl Bernhardt, edited by David K. Bernhardt, University of Toronto Press, 1970. (The course instructor recommended that in addition to the text special supplementary readings with specific relevance for Family Day Care providers should be provided.)

Requirements for credit: Viewing the TV, attending the group discussions and workshops, and a written examination. (See appendix for a listing of all curriculum materials available.)

5. Development of Training Materials

Noting the paucity of training materials that are specific to Family Day Care, the project undertook to develop a number of primary resources:

1. A brief slide presentation on the project and its offerings.
2. A slide-tape presentation "Caring for Children" and a video film "Licensing: Boundaries for Child Care". These media presentations are for use by the Consultants and community groups in the metro area and throughout the state. It has been suggested that these would be a valuable resource for high schools, as preparatory education for young parents as well as for those young men and women who wish to enter the child care profession. They were developed in consultation with the Department of Public Welfare, Ramsey County Welfare, and professionals in child development and media resources, and include information on the kinds of child care, the purpose of licensing, and the concerns for quality care. They are intended to raise the awareness of communities to the need for quality care and the importance of licensing to that end.

3. A brochure: "Do You Have the Information You Need to Choose One?", which also describes the value of licensed care and the criteria to consider when choosing a family day care home.
4. A home visiting packet, including information for emergency phone numbers, community referral, special needs concerns, nutrition, activities, project information re training opportunities and the uses and locations of the child development resource centers, the name and number of the Family Day Care Consultant and the Licensing Unit worker for each area, business management information, and Licensing Unit information and requirements.
5. A beginning library of materials for workshops, including topics in nutrition, health, child development, etc.

Still under development is a series of slide-tapes from the radio course and a manual of training materials for home based training (refer to the appendix for a complete list of materials presently available).

ROLE OF THE UNIVERSITY

The University's part in the demonstration program began first with the initiation of plans for the project from the Office of Career Development in the Center for Urban and Regional Affairs, which has been one of the program's sponsors. And in the operational phase, the project systematically used faculty as well as graduate and undergraduate students from the three departments which have been involved in curriculum development, accredidation, and instruction: Early Childhood Education, Family Social Science, and Social Work. The students have contributed group leadership, special assignments and field work placements. Three Ph.D. candidates in Sociology were involved in evaluation.

In addressing the needs of the project in the development of media training vehicles, Agriculture Extension cooperated fully, as have Media Resources, Channel 2 and KUOM. Moreover, we have had the cooperation of Continuing Education

for our course offerings;and the General College is providing the institutional base for parts of the curriculum for both Family Day Care providers and the new career of Consultant.

The project has used the services of the University Measurement Services to design and administer a pre and post test for the TV Course (full report available upon request).

An evaluation conference was held by the Planning Committee of the Early Childhood Center to consider the various approaches to project evaluation.

CURA has provided the project with extra resources in dealing with the unanticipated needs of community development and special training materials. There have been a number of meetings with the Chairperson of the Training Task Force of the Early Childhood Center, for special consultation on training programs. A curriculum advisory committee will have ongoing concerns.

Continuing attention to the implications for the children of working parents in this most prevalently used resource--Family Day Care--has caught the attention of all participating departments at a time when the University is considering offering its own child care facilities. All of these activities reflect a growing concern with a bringing together of the University's resources for child care concerns, a most necessary focus.

OBSERVATIONS AND RECOMMENDATIONS

On Training

Evaluation seminars indicate strongly that peer group learning organized around neighborhood groups not only has a high value for socialization, but in remarkably strong ways enlarges the world of the Family Day Care provider, especially in breaking down pre-conceived stereotypes. Reports from group leaders indicate, for example, that the group sessions facilitated exchanges of attitudes on women who work, single parent families, changing life styles, and a beginning understanding of cultural, ethnic and racial diversity.

Secondly, TV is the preferred medium, with evening hours a first choice, nap time a second. The radio series, unavoidably programmed near the noon hour, was almost universally described as inconvenient.

Workshops that offer a socializing aspect and timed on a week-end received enthusiastic support. The most successful workshop, held on a Saturday, planned with a varied format of entertainment and information and publicized with a low profile on training as the purpose, brought the highest participation rate. Called "A Day Without Children", this was sponsored and planned by the Family Day Care Association with the technical assistance of a Family Day Care Consultant. It suggests a model for a beginning training venture.

The fourth observation: the participation of Family Day Care providers and consultants in an "advise and consent" review of materials and style of delivery is an essential component for developing useful and appropriate training.

Some Family Day Care mothers found the field trip experiences a pleasant way to get involved in training, and their exposure to creative uses of community resources has stimulated their interest in further training as well as their use of the resources of the Centers.

Perhaps the overriding finding of our first year training is the clear recognition that there are a great many groupings within the Family Day Care provider population. The range includes Family Day Care parents with academic degrees, Family Day Care provider veterans with some 20 years of experience, and freshly licensed Family Day Care providers with little or no experience. Training content and style must reflect this diversity both in levels of sophistication and in the extraordinary range of training needs. "Packaged" training programs have limited value on the varied population.

On Providers of Care

We are struck with the recognition that Family Day Care providers are, in a sense, an extraordinary network of community service givers, in touch with a

variety of social problems: special problems of working women, stresses in families with 2 wage earners, a wide spectrum of early childhood development concerns, and the special problems of single women heads of households in the work force. The use of this network as a delivery system for information, referral and prevention strategies has hardly been tapped.

On Users of Care

From an informal survey of information derived from the Consultants work in the Licensing Unit, observations from a large number of Family Day Care providers, one is struck with the apparent minimal sophistication of users in the selection of a day care home. One is tempted here to restate the finding in "Windows on Day Care"[1] which points out that more attention seems to be paid to the credentials of one's hair dresser than to the provider of child care.

Our own observations lead us to the conclusion that working parents appear in many instances to put aside questions of quality and appropriateness of care for the criteria of price and convenient accessability.

In addition to the county and state efforts in this matter, the project attempted to begin to deal with this issue by preparing a brochure for parents (noted previously) to alert them to the considerations involved in the selection of a day care home. There were also a number of newspaper stories (about 6), publicizing "What to look for in a Day Care Home", as a further contribution to educating the public at large.

Our recommendation is for a long range, carefully planned publicity effort to raise the awareness of working parents to their obligation to be selective. The social services community for its part must address itself to the problem of developing a more effective transaction exchange between users and providers.

On Program Planning and Development

Weaving in the use of Consultants, the availabibility of resource centers on a neighborhood basis, a strong provider association and a variety of specific

[1] Keyserling, Mary Dublin. Windows on Day Care, published by the National Council of Jewish Women, New York, New York, 1972.

training opportunities, in an integrated program, appears to be the essential components of a system of support services to this large child care population. Participation in any one of these components strengthens the Family Day Care provider's interest in continuing training, and appears to be reflected in increased activities related to a caring and supportive attitude toward children.

Still to be developed are effective strategies for reaching the large number of unlicensed Family Day Care providers and those licensed providers for whom home-based training appears to be the only vehicle.

On Paraprofessional Role Development

The process of defining the specific roles for Family Day Care Consultants strongly suggests that they must be available for the following:

1. Intervention visits, initiated by the Licensing Unit. In many instances the Consultant was designated as the least threatening and the most helpful person for advice based on practical experience in many difficult situations.
2. As facilitators, in linking isolated providers to a network of neighborhood persons similarly engaged.
3. As a linking agent to community support, such as the Family Day Care Association, area meeting opportunities, and other community resources.
4. For giving important supportive services to newly licensed Family Day Care providers.
5. As Facilitators in the transaction between users and providers.
6. As the agents for the delivery of home-based training.

Developing collaborative relationships for the team concept between the professional staff of the Licensing Unit and the new career of consultant remainsas a continuing concern. Where possible joint training should take place.

NOTE: See appendix for Interim Summary Evaluation. A complete report will be included in the final project report.

NEW DIRECTIONS FOR 1974

Changes in roles of the Consultants: A first priority for Consultant Activities in the second year will be Home Based Training, to reach those Family Day Care providers who are home-based and unable to participate in other training opportunities based in the community.

To accomplish this objective, a Special Consultant for Early Childhood Education has been added to the staff to supplement training for the Family Day Care Consultants for their home visiting mission.

Expected Outcomes

In addition to preparing and training the Family Day Care Consultants to do home-based training, the project will develop materials, learning packets and informational resources as a source of ongoing training beyond the demonstration period of the project (1974). This will also include video tape on licensing, slide/tape, radio tape and slide package.

In support of home-based training, a report from Dr. Uri Bronfenbrenner, child development expert at the New York State College of Human Ecology at Cornell University, from an analysis just completed of the results of preschool "intervention" programs, indicates this: "In every instance, those programs in which the greatest and most lasting gains were made were home-based and directly involved the mother (or other full time person who had a 1 to 1 relationship to the child."

The value of the environment provided by Family Day Care for young children has been firmly established. To explore quality care remains the ongoing concern of this project.

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[1] New York Times article, "A Primer for Toddlers: Self-Discovery" by Jane E. Brody, January 16, 1974.

APPENDIX A

FAMILY DAY CARE TRAINING PROJECT
STAFF

EXECUTIVE STAFF, 1973

University of Minnesota: Office of Career Development, 1507 University Ave. SE
Room 300, Minneapolis, Minnesota 55414

Esther Wattenberg, Project Coordinator
Kathleen McNellis, Project Director
Sally Flax, Assistant Director for Administration
Nancy Hagg, Research Specialist for Community Development and Information
Darla Sandhofer, Evaluater
Nancy Brierly, Field Work Coordinator
Sheila Henderson, Secretary
Barry Morrow, Media Specialist
Sally Kilmer, Special Consultant for Training

Child Development Resource Center

David Allen, Director
Maureen Halpin, Administrative Assistant
Ezra Steele, Toy Making and Toy Repair Expert

FAMILY DAY CARE CONSULTANTS, 1973

Lynda Cramer, Joanne McGibbon, Lillian Mizelle, Francisco Ramirez, Martha Tollefree: terminated during 1973.

Present Consultants:

Diane Miller and Ignacio Briseno, Satellite Resource Center #1, 375 Oneida Street, St. Paul, Minnesota
Joanne Peterson and Audrey Robertson, Satellite Resource Center #2, St. Michael's Lutheran Church, 1660 West County Road B, Roseville, Mn.
Felicity Williams and Janice Peroutka, Satellite Resource Center #3, Holman Methodist Church, 243 Bates Avenue, St. Paul, Minnesota
Ruth Bartling and Gertrude Donaby, Satellite Resource Center #4, Midway YMCA, 1761 University Avenue, St. Paul, Minnesota
Rena Brown and Billie Carter, Satellite Resource Center #5, Unity Unitarian Church, 732 Holly Avenue, St. Paul, Minnesota

STUDENTS ATTACHED TO THE PROJECT FOR TEACHING AND RESEARCH ASSISTANCESHIPS AND FIELD PLACEMENTS, 1973:

Mary Pat Brygger, Sue Gebelein and Evelyn Carter: graduate students in Social Work
Ronna Berezin: graduate student in Nutrition and Public Health
Emily Berndt, Ann Beth Hefly, Elise Masur: graduate students in Child Development
Martha Cleveland, Mac Hill, Daniel Moga, Gail Peterson, Doug Jackson, Kathy Jackson, John Engel: graduate students in Family Social Science
Frank Sweeney and Barbara West: graduate students in Sociology
Mary Kramer: Senior in Child Development and Family Social Science (University College)

APPENDIX B

ADVISORY COMMITTEE

Donna Townley, FDC Mother, 1501 North Western, St. Paul, Minnesota 55117

Judy Steiner, FDC Mother, 1177 Ashland, St. Paul, Minnesota 55104

Thelma Brewer, FDC Mother, 901 Dayton, St. Paul, Minnesota 55104

Estelle Griffin, Department of Public Welfare, Program Development, 4th Floor, Centennial Building, St. Paul, Minnesota

Shirley Kluznik, Ramsey County Welfare Department, 476 St. Peter Street, St. Paul, Minnesota 55102

APPENDIX C

RESOURCE CENTER MANAGEMENT BOARD MEMBERS

Dennis Schaeffer, First Day Care Center, 140 6th Avenue North, South St. Paul, Minnesota 55075

Edie Deronin, Red School House Day Care Center, 552 Aurora Street, St. Paul, Minnesota 55103

Pat Phillips, Wilder I, 903 Edgerton Street, St. Paul, Minnesota 55101

Terri Thompson, Child Development Center, Roseville I, 2025 West Skillman, Roseville, Minnesota 55113

Ed Overturf, Della's Day Care Center, 5272 Stage Coach Trail North, Stillwater, Minnesota 55082

Sylvia Carty, 270 North Kent Street, St. Paul, Minnesota 55102, FDC Mother

Lynda Olson, 1225 East County Road B, St. Paul, Minnesota 55109, FDC Mother

Mrs. Edward Jankowski, 119 East South Street, South St. Paul, Minnesota, FDC Mother

Frieda Ziertman, 275 Cliff Street, St. Paul, Minnesota 55107, FDC Mother

Joan Wierzorek, 1423 18th Avenue N.W., New Brighton, Minnesota 55112, FDC Mother

Valerie Burros, 902 East Geranium, St. Paul, Minnesota 55106, FDC Mother

Connie Williams, 1660 Dayton Avenue, St. Paul, Minnesota 55104, FDC Mother

Catherine Jacobs, 1152 Ashland Street, St. Paul, Minnesota 55104, FDC Mother

APPENDIX D

MATERIALS AVAILABLE

Office of Career Development
Center for Urban & Regional Affairs
University of Minnesota
1507 University Avenue S.E.
Minneapolis, Minnesota 55414

(612-373-3491)

1. Brochure: Do You Have the Information You Need to Choose? (the licensed home and how to choose).

2. Training Opportunities for Family Day Care Providers: Course Outlines and Requirements for four 3-credit components for a 12 credit certificate.

   A. TV Course: "Preparing Children for the 21st Century"*
   B. Radio Course: "Who's Taking Care of Your Child? Issues and Perspectives on Family Day Care" (a slide tape series is being prepared from this course, available in fall, 1974).
   C. "Learning Through Experience:" A series of Field Trips preceded by Discussions.
   D. "Learning Through Toys": A series of Workshops.
   E. Special topics for Family Day Care: "Parenthood".

3. Field Seminar Outlines for Training Paraprofessional Family Day Care Consultants

   A. Orientation for New Consultants.
   B. "Interpersonal Communications": objectives, content, bibliography.
   C. "Home Visiting Issues and Skills: objectives, content and method, analytical framework, requirements, bibliography.

4. The Family Day Care Consultant: "The Invention of a Strategic Catalyst to Upgrade the Quality of Family Day Care Homes", a paper delivered to a symposium on Training of Field Staff in Home-based Early Childhood Education, by Esther Wattenberg, Principal Investigator, Family Day Care Training Project, March, '73.

5. Materials Packet for Home Visiting: General information for the Family Day Care Provider, including licensing requirements, management information, tips on nutrition, health, activities, etc.

6. Reports

   A. Three Quarterly Reports for 1973.
   B. Year End Report, 1973
   C. Evaluation report: "The TV Component of the Ramsey County-University of Minnesota-Coordinated Child Care Council Family Day Care Training Project, Winter, 1973", prepared by Darwin Hendel, University of Minnesota Measurement Services Center.
   D. Interim Evaluation Summary for the first year of the Family Day Care Training Project, prepared by the Project Evaluator, Darla Sandhofer.
   E. "A Study of the Home Visiting Component of the Family Day Care Training Project" prepared by Evelyn Carter, graduate student in Social Work.

*The TV programs and workbook are available from Ag. Extension Service, University of Minnesota, St. Paul, Minnesota 55101 on a rental or limited purchase basis. Please contact them for full details and charges.

7. Media Materials

   A. Brief informational slide presentation on the project and the opportunities it affords (8 minutes).
   B. Slide/Tape presentation "Caring for Children": for community groups interested in child care programs, for beginning family day care mothers, for potential child care workers, and for other persons with an emerging interest in the field of child care. Against a background detailing an historical perspective on child care in this country, the 19 minute presentation states some of the basic underlying assumptions of child care in Minnesota, including kinds of care, purpose of licensing, and the concerns for quality care; available from the State Department of Public Welfare, Audio-Visual Library Services, Centennial Office Building, St. Paul, Minnesota 55101.
   C. Vide Film "Licensing: Boundaries for Child Care": a natural outgrowth of the slide/tape presentation, this 18 minute video tape reviews the background, myths and realities of child care regulations in Minnesota. It is useful for in-service training for child care workers throughout the State.

8. Library: materials on child development, with special focus on family day care concerns and resources, are available on a loan basis from our office library to those in the metro area.

NOTE: Refer to page 12 of the Year End Report, 1973 for materials available from the Child Development Resource Centers, main center address: 560 Van Buren, St. Paul, Minnesota 55102.

APPENDIX E

An Interim Summary Evaluation

I. Television and Radio Programs

Responses from day care mothers who participated in either the TV or radio course, for credit or audit indicated a strong preference for the format and content of the TV course. In addition, day care mothers who did not sign up for the course also indicated a strong preference for a TV presentation. Any mass media programs offered by the Training Project should be offered on Mondays through Wednesdays, either at nap-time or during the evening hours. Results of the research indicate that participating in the course, for credit or audit, relates strongly to the liklihood that the individual will watch or listen to programs offered on mass media. Very few of the day care mothers who did not sign up for the course watched or listened to the TV or radio programs. There is some evidence to suggest that University of Minnesota credit is irrelevant to many mothers, and may actually operate as a deterrant to some to register for the courses. Many day care mothers seem to wish to avoid on-going, regular commitments and express interest in occasional presentations, rather than the regular requirements of a course offered for credit.

II. Content of the TV and Radio Courses

Participants in the courses preferred the TV format by better than a two to one margin. The majority of the participants felt the readings and group discussions were the most valuable components of the course, and that course material presented on mass media and the homework were the least valuable to them. Participants in the radio course felt the best discussions in their group were generated by the programs on discipline and different family patterns, the best programs were on play, pretending, discipline and different family patterns, and the program they liked least was on running a family day care home.

Non-participants who were asked which subjects would interest them most showed a preference for presentations related to the role of the family day care mother, understanding the play of children, discipline and the ages and stages of children. Few appeared interested in such subjects as their relationship with the Ramsey County Welfare Department, different family patterns, and working with natural parents.

III. Toys n' Things

Virtually all of the day care mothers in Ramsey County who answered our questionnaire had heard of the Toy Center. This was true both for participants in the course and for those who had not signed up for any of the courses. But, while almost half of the course participants had visited a Toy Center, only ten per cent of the non-participants had ever visited one. One can interpret this in two ways. One can assume that participants in the course are more interested and more committed, and more mobile, hence they have managed to visit a Toy Center. One might also infer that, at least in some cases, participation in the course generated some interest in visiting the Toy Centers. In either case, it is obvious that additional work must be done to make the Toy Centers more accessible and more attractive to the majority of day care mothers in Ramsey County.

IV. The Consultants

Slightly over one-half of the participants in the course had been visited by a consultant attached to this project. For the non-participants, one quarter of those who answered the questionnaire had been visited by a consultant. One obvious for this disparity is that those who participated in the course had many opportunities to meet consultants during course-related activities, making them more likely to know one or more consultants personally. In addition, there is evidence to suggest that day care mothers who enrolled in the course would be more cordial to personnel attached to the project. Participants in the course were twice as likely to suggest personal contact as a vehicle for eliciting participation in project activities than were non-participants in the course.

When the consultants themselves were interviewed to determine their degree of satisfaction with the project and their role, most appeared reasonably satisfied with their jobs, although they felt their roles were not clearly structured. They felt they wanted more contact with day care mothers and less time spent on administrative tasks. They stated that field contacts were the thing they liked best about their job, and meetings and administrative tasks were the thing they like least. In general, they were dissatisfied by the direction they were receiving from supervisory staff and felt they were not well-informed about major decisions made by the administrative staff.